# DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE

## DIRECTORATE OF RESEARCH

# A Diversity Exit Interview/Survey for the Military

by

**Stephen B. Knouse, Ph.D.**
**Alvin and Patricia Smith Professor and Head**
**Department of Management**
**University of Louisiana at Lafayette**

**Summer 2001**

**20020305 131**

# REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

| 1. REPORT DATE (DD-MM-YYYY) 22-01-2002 | 2. REPORT TYPE Research | 3. DATES COVERED (From - To) May - August 2001 |
|---|---|---|

**4. TITLE AND SUBTITLE**

A Diversity Exit Interview/Survey for the Military

**5a. CONTRACT NUMBER**

N00014-97-1-1005

**5b. GRANT NUMBER**

N/A

**5c. PROGRAM ELEMENT NUMBER**

N/A

**6. AUTHOR(S)**

Stephen B. Knouse

**5d. PROJECT NUMBER**

N/A

**5e. TASK NUMBER**

N/A

**5f. WORK UNIT NUMBER**

N/A

**7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)**
Directorate of Research
Defense Equal Opportunity Management Institute
740 O'Malley Road MS9121
Patrick Air Force Base, FL 32925-3399

**8. PERFORMING ORGANIZATION REPORT NUMBER**

RSP-01-4

**9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)**

Office of Naval Research
800 N. Quincy Street
Arlington, VA 22302

**10. SPONSOR/MONITOR'S ACRONYM(S)**

ONR

**11. SPONSOR/MONITOR'S REPORT NUMBER(S)**
N/A

**12. DISTRIBUTION/AVAILABILITY STATEMENT**

Approved for public release; distribution unlimited.

**13. SUPPLEMENTARY NOTES**

**14. ABSTRACT**

The exit interview and survey are means for identifying organizational problems, including diversity issues, through individuals separating from the organization, who are in a unique position to supply candid feedback. A review of the civilian literature revealed several problems with the exit interview and survey but also various ways of dealing with these problems. A review of the military literature showed that each military Service has undertaken a recent exit survey effort with varying results. Based upon the civilian and military literature, a diversity exit survey and interview were constructed, which addressed diversity problems in military units as well as organizational issues important to diversity groups. Recommendations for implementing the exit interview and survey end the report.

**15. SUBJECT TERMS**

Diversity, Equal Opportunity, Exit Survey, Exit Interview

| 16. SECURITY CLASSIFICATION OF: | | | 17. LIMITATION OF ABSTRACT | 18. NUMBER OF PAGES | 19a. NAME OF RESPONSIBLE PERSON Jerry C. Scarpate |
|---|---|---|---|---|---|
| a. REPORT | b. ABSTRACT | c. THIS PAGE | | | |
| U | U | U | UU | 31 | 19b. TELEPHONE NUMBER (Include area code) (321) 494-2676 |

Standard Form 298 (Rev. 8/98)
Prescribed by ANSI Std. Z39.18

# A Diversity Exit Interview/Survey for the Military[1]

Stephen B. Knouse, Ph.D.
University of Louisiana at Lafayette

## Abstract

The exit interview and survey are means for identifying organizational problems, including diversity issues, through individuals separating from the organization, who are in a unique position to supply candid feedback. A review of the civilian literature revealed several problems with the exit interview and survey but also various ways of dealing with these problems. A review of the military literature showed that each military Service has undertaken a recent exit survey effort with varying results. Based upon the civilian and military literature, a diversity exit survey and interview were constructed, which addressed diversity problems in military units as well as organizational issues important to diversity groups. Recommendations for implementing the exit interview and survey end the report.

**Summer 2001**

**Opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the military Services, or the Department of Defense.**

---

# A Diversity Exit Interview/Survey for the Military

Stephen B. Knouse, Ph.D.
Alvin and Patricia Smith Professor and Head
Department of Management
University of Louisiana at Lafayette

Equal opportunity (EO) is the stated policy of the U.S. armed Services (Dansby, 1998). In essence, individuals serving in the U.S. military are assured equal opportunity in personnel actions, such as assignments and promotions, and also assured the absence of a discriminatory working environment, like racism or sexual harassment. In the larger sense, however, diversity in background (e.g., gender, race, and ethnicity) is a goal of the U.S. military. A diverse military force has a greater mix of skills as well as trainability for acquiring different skills, wider perspectives that can be applied to problem solving, and greater resources from which to draw, such as knowledge of local cultures as well as linguistic abilities (Cox, 1993). In short, diversity adds value to the military as it tries to meet new and challenging goals throughout the world in the 21st century, such as peacekeeping, rapid deployment, and pinpoint incursions.

Successful management of this diversity requires a change in old attitudes about diversity, open lines of communication, increased training, and enhanced resources (Cox, 1993). One important dimension underlying all of these processes is the need for measurement to ensure successful diversity management – measurement of retention and promotion rates for diversity groups, measurement of training effectiveness, and measurement of attitude change (Landis, Dansby, & Tallerigo, 1996). While measures are already in place for all of these requirements, the idea of continuous process improvement dictates that possible new measures be examined (Knouse, 1996). One alternative measure that can address many of these diversity areas is the exit interview and survey. Basically, the exit interview and survey are two variations of an instrument whereby a separating individual can present candid feedback about organizational issues. This individual is in the unique position of being able to honestly look back on organizational problems and describe them in the larger context of how the organization can improve (Giacalone, Knouse, & Pollard, 1999).

The present report first examines the civilian literature on the exit interview and survey. Then I looked at various recent exit surveys undertaken by the military Services. From these reviews, I constructed a diversity exit interview and survey covering both diversity problems in military units as well as organizational issues important to diversity groups. Finally, the report gives recommendations for implementing the exit instruments.

# Review of the Civilian Literature on Exit Interviews and Surveys

While the civilian exit interview and survey literature is not voluminous, a number of studies examine various aspects of this instrument: purposes, procedures, problems and possible solutions, and new unique uses.

## Purposes

Many organizations use exit interviews and surveys for three major reasons: provide diagnostic and strategic information for organizational improvement; enhance public relations with soon- to-be former employees, who may become future customers and advocates of the organization; and give unhappy separating employees a vehicle for venting their frustration (Giacalone, Elig, Ginexi, & Bright, 1995). In addition, exit interviews and surveys can detect unfair practices, such as sexual harassment and discrimination, uncover problems with pay and benefits, locate supervisory problems, identify ineffective training, and show performance evaluation problems (Giacalone, Knouse, & Montagliani, 1997).

There is a basic assumption that the exiting employee can be candid and further may perhaps be reflecting upon his or her time spent with the organization and thus be in a unique position to provide information on how the organization is operating (Giacalone, et al, 1999). Indeed, Knouse, Beard, Pollard, and Giacalone (1996) found that exiting employees with positive attitudes toward authority will readily discuss topics of interest to management, but will hesitate to discuss negative topics. This implies that the sample of exiting employees should include those favorable as well as unfavorable to management to insure that both positive and negative issues are covered.

## Procedures

Studies of organizations using exit interviews and surveys reveal several common features. Most organizations use human resource specialists as administrators, because they tend to be good interviewers and exiting employees feel less threatened than being interviewed by their supervisor. Recruiters appear to be particularly good interviewers; they are familiar with the interface between the organization and the larger environment of competitors and the labor market. Most organizations administer the interview or survey during the last week of the employee's tenure, which may cause a potential problem. It may be perceived as hurried and just one more hurdle to leaving. The structure of questions varies: checklists, multiple choice, yes-no, and open-ended. The content of the questions tends to focus upon reasons for leaving, salary and benefits, training effectiveness, supervisory effectiveness, and ways to improve the organization (Drost, O'Brien, & Marsh, 1987; Garretson & Teel, 1982).

Giacalone, Knouse, and Ashworth (1991) suggest a number of features for successful exit interviews: do not wait until the employee's last day to conduct the interview; allow sufficient time during the interview to give the employee ample opportunity to discuss his or her feelings and perceptions; ensure the individual doing the interview is personable, easy to talk to, and trusted by the employee; focus on policies and behaviors, not personalities; allow open-ended questions so the employee can express himself or herself freely; be realistic, do not expect full

2

disclosure of everything wrong; and if the employee is taking a new job, allow comparisons of the employee's old job and the new one.

## Problems

Several studies have shown that exit interview and survey data, once collected, may be seldom used in many organizations (Garetson & Teel, 1982), the interview or survey is poorly administered (Woods & Macauley, 1985), and management receives incorrect feedback (Hinrichs, 1975). The most serious problem is that information may be distorted. In an early study of a women's clothing manufacturer, 59% of respondents reported different answers to an exit interview and a follow-up interview. The most accurate information was given by "unavoidable terminations" (e.g., pregnancy and leaving town because of spouse's job), considered to be an extra-organizational separation not influenced by anything within the organization, thus there was no possibility of undue organizational influence or threats (Lefkowitz & Katz, 1969).

A second study showed similar results. There were significant changes in response to a phone follow-up 18 months after the exit interview at separation (Zarandona & Camuso, 1985). The authors conclude that because the respondents as ex-employees had no reason not be candid in the follow-up, the distortion must have occurred in the original exit interview while the respondents were still employees within the organization.

There are a number of possible reasons for this information distortion. The exiting employee may be giving socially desirable responses (e.g., leaving for higher pay or better career opportunities) rather than the real reasons, which may not sound so glamorous or self-enhancing (Giacalone, et al, 1999). There may be no incentive to be honest – separating pay and retirement awards have most likely already been bestowed. Honest information may jeopardize the separating employee's chances in the future, such as returning to the firm.

The organization may appear not to be interested. Exit interviews and surveys are usually conducted in a hurried fashion as one of the last procedures before separation (Zarandona & Camuso, 1985). In addition, distortion may occur because separating employees do not want to hassle with management, resent the organization and see the exit interview or survey as a retaliation, want to protect friends and colleagues who are staying, and want to protect their own long-term interests in asking for employment recommendations in the future (Giacalone, et al, 1997; Knouse, et al, 1996).

Giacalone, et al (1991) speculate that such information distortion may be due in part to which role the separating employee is playing. In the good subject role, the employee tries to anticipate what the interviewer wants through such devices as leading questions and nonverbal cues and give the interviewer that information, regardless of whether it is accurate or not. The faithful subject perceives himself or herself as still loyal to the organization and will only convey positive information. The negative role, on the other hand, is played by a separating employee who feels wronged or otherwise aggrieved by the organization and thus provides largely negative information.

Impression management, where employees try to manipulate the image others have of them, may also be a factor in information distortion. In the case of an exit interview, separating employees may want to leave their employers with a particular image of themselves or others (friends or enemies) in the organization. They may want a positive image of themselves to prevail, because they may want a recommendation later, or they may want to protect friends or get even with enemies (Giacalone, et al, 1995).

Several researchers suggest ways to decrease this information distortion problem. One recommendation is to increase the importance of the procedure – allow sufficient time to complete the interview or survey and conduct the procedure in a comfortable environment. Another suggestion is to have a neutral non-threatening third party, such as an outside consultant, administer the interview or survey (Jurkiewicz, Knouse, & Giacalone, 2001). Indeed, research shows that exit information provided to management interviewers differs from that given to third party interviewers (Hinrichs, 1975). Still another suggestion is to pay exiting employees for participating. Theoretically, this should motivate individuals to reciprocate this extra money earned at separation by disclosing information more fully. In addition, this money creates the perception that the exit interview or survey is important enough for the organization to pay for it (Giacalone et al, 1991).

How exiting employees were treated by the organization during their careers can be a factor. Those feeling negative equity (perception of negative treatment while an employee) may be more responsive to third party interviewers, while those feeling positive equity may be effectively interviewed by insiders, such as human resource specialists (Giacalone, et al, 1997).

The degree to which respondents feel that their responses will remain anonymous or at least be held confidential by the organization may influence how truthfully they respond. Some empirical evidence shows that individuals may feel more comfortable with computerized exit surveys than those administered by a live person (Rosenfeld, Giacalone, Knouse, Doherty, Vicino, Kanter, & Greaves, 1991). The military was one of the first organizations to try computerized exit surveys with their ExitQ program (Martindale, 1988).

Embry, Mondy, and Noe (1979) propose a patterned exit interview for dealing with these problems, which lasts about 60 minutes. The first 5-10 minutes involve establishing rapport by discussing issues of interest to the separating employee but outside the realm of the exit interview. Then the interviewer should state the purpose of the interview – exploring strong and weak areas of the organization. For the next 15-20 minutes the interview explores the exiting employee's attitudes beginning with general issues and then funneling toward specific job issues. Then for 10-15 minutes he or she discusses reasons for leaving. Finally, for 10-15 minutes he or she talks about areas of the organization that could be changed.

Giacalone and Knouse (1989), on the other hand, suggest a three stage process. In stage 1, have a pre-interview meeting during the last month before separation where the employee learns there will be an exit interview. Allow the employee to choose the interviewer: immediate supervisor, human resource specialist, or outside consultant. Stage 2 is the actual interview which starts with specific employee concerns, progresses to company-wide issues, and ends with an open discussion of any issues. Stage 3 is a follow-up interview several months after the

separation interview. In the follow-up, the former employee is asked whether any of their responses from the separation interview have changed, and, if so, why. Moreover, the former employee is paid to participate.

## Improving Customer Satisfaction with Exit Interviews and Surveys

Like any human resource management device, such as an employment interview or a performance evaluation form, there must be user satisfaction; i.e., it must be user friendly and fulfill user needs (Knouse, 1996). Jurkiewicz, et al (2001) suggest that user satisfaction can be enhanced by direct access through readily available data bases, such as a web site. The exit interview or exit survey administrators should be responsive to user needs and be able to communicate with the users on an ongoing basis. To these ends, human resource specialists should be trained as exit interview and survey experts in administering the interview or survey, analyzing the results, and giving feedback to management.

## Unique Uses for Exit Interviews and Surveys

Security Risks. Giacalone and Knouse (1993) propose that the exit interview and survey can be used to identify security risks in organizations. Questions can cover crime frequency, items taken from the organization, and sites of these occurrences. The survey process itself can show to employees who are staying with the organization that management has a commitment to security.

Ethics. Giacalone, et al (1999) suggest that the exit interview and survey can be a means of evaluating ethical and unethical behavior in organizations. They found five distinct dimensions to ethical behavior reported by exiting employees: illegal corporate activities; unfair management practices, such as dishonest procedures and dealing unfairly with complaints; illegal human resource activities, such as sex and race discrimination in hiring, sexual harassment; small scale dishonesty, such as stealing office supplies and cheating on sick days; and mistreatment of internal and external customers.

## Summary

Like the employment interview, the exit interview and survey tend to be used by many organizations that nevertheless have mixed feelings toward them. In short, organizations see exit interviews and surveys as useful but flawed in their present state. They may be hastily completed at the last minute, perceived as unimportant, administered poorly, underutilized, and, most importantly, may convey distorted information to management. The studies cited here offer a number of ways to improve these interviews and surveys, including enlarging the process from a quick one shot event to several meetings in order to show its importance, using outside neutral interviewers, using a computerized survey, asking varied types of questions, using follow-ups, and paying exiting employees to participate in the process.

## Military and Federal Government Surveys

There has been much recent activity among the military Services in attempting to evaluate retention and separation intentions among its members. One compelling reason has been the continuing strong civilian economy offering lucrative alternatives to many Service members. Coupled with expanded service missions around the world necessitating more travel and relocation, financial pressures, and family demands, these influences have strained the retention numbers of all Services. Indeed, Congress passed legislation in 1999 requiring that the Secretary of Defense survey every member of the Services leaving on their reasons for separation (Public Law No. 106-65). Summaries of several Service equal opportunity, exit, and separation surveys follow.

### MEOCS

The most extensive measurement of equal opportunity (EO) climate in the military is the Military Equal Opportunity Climate Survey (MEOCS). Currently, the MEOCS database at the Defense Equal Opportunity Management Institute (DEOMI) contains over 1,000,000 surveys of 4,000 military units.

The MEOCS is actually a combination of scales measuring a number of EO and related organizational factors. The main scale measures EO as the probability of EO behaviors occurring in the unit within five categories: sexual discrimination and harassment, differential command behaviors showing preference for certain groups, positive command behaviors toward all groups, racist/sexist behaviors, and reverse discrimination against Whites. In addition, the MEOCS contains scales with attitudes toward discrimination against minorities, agreement with the concept of reverse discrimination, agreement with the concept of racial separation, and belief in integration. Finally, three scales tap overall organizational climate: commitment, work group effectiveness, and job satisfaction (Landis, Dansby, & Faley, 1993; Landis et al, 1996).

In a typical scenario, the unit commander has the unit personnel complete the MEOCS, which is then sent to DEOMI for analysis. DEOMI returns a data summary to the commander along with suggestions for EO climate improvement (Landis et al, 1993). One of the problems with the MEOCS is that it is a lengthy, time consuming survey to complete. Therefore, DEOMI is currently in the process of converting the MEOCS survey into a set of separate modules from which the unit commander can choose subsets more directly focused upon unit needs.

### 1999 Survey of Active Duty Personnel

The Defense Manpower Data Center (DMDC) evaluated the 1999 Survey of Active Duty Personnel (Defense Manpower Data Center, 2001). The survey tapped 33,189 personnel in all the military Services. The various sections of the survey covered satisfaction with military life, retention (intent to stay or leave, separating actions, and significant others' support for continuing in the military), finance (household income, personal debt and savings, financial support, and financial problems), personnel tempo (time commitments, time away from home,

workload), and quality of life (availability of education, childcare, health care for members and their families).

Results showed that there were no differences among diversity groups (race, ethnicity, and gender) in overall satisfaction with the military. More specifically, females were more satisfied with medical and dental care, co-location with military spouse, and subsistence allowances, while males were more satisfied with quality of military leadership, unit morale, and deployments. African Americans were more satisfied with schools for their children, spouse career opportunities, and youth activities on base, while Whites were more satisfied with the type of assignments received.

In terms of retention, more males than females had started the steps involved in exploring leaving the military: putting together a resume, applying for a job, and interviewing for jobs. In terms of financial matters, females had a higher household income, but lower level of savings. Males had less financial problems. African Americans had a higher household income and higher debt than all other racial/ethnic groups except Whites. Whites had the highest savings level.

For time factors, males and Whites had more duty assignments away from their permanent duty station, while only Whites had longer temporary duty assignments. Males reported mission preparation, mission critical requirements, and getting ready for deployment as reasons for working overtime, while African Americans reported these factors less.

In terms of education, females used continuing education, tuition assistance programs, and basic skills education more. Females also used on-base childcare centers more.

2000 Military Exit Survey

The DMDC also produced the 2000 Military Exit Survey for all service personnel separating between April and September 2000 (Defense Manpower Data Center, 2000). The survey covered assignment information (work time, deployments, temporary duty), career information (initial career intentions and satisfaction with various areas of military life), leadership and communication (leader skills, motivation, and fairness), military life (comparing opportunities in the military with those in the civilian world), and separation and retirement (employment situation and reasons for leaving the service). To date, analyses of the data were not available.

2000 Air Force Careers and New Directions Surveys

The Air Force Careers Survey evaluates reasons people stay in the Air Force, while the New Directions Survey (the Air Force exit survey) evaluates reasons people are leaving the Air Force (Hamilton & Datko, 2000). The sections of the two surveys are almost identical: overall assessment of Air Force experience, operations tempo (time away), finances, intentions toward re-enlisting or separating, the most influential issue in re-enlisting or staying (personal reason, Air Force programs and policies, issues at the base, issues at the unit, and family issues), career influences (evaluation system, availability of services, pay, choice of job assignment, equal

employment opportunities, job security, leadership, opportunities for training, overall job satisfaction, patriotism, recognition, unit personnel, and unit resources), and future plans. Underlying the survey items was the Air Force "push-pull" approach to retention – the "push" of dissatisfaction with an Air Force policy or program and the "pull" of private sector opportunities.

For the year 2000 surveys, 1,047 personnel responded to the New Direction Survey and 8,543 answered the Careers Survey (Hamilton & Datko, 2000). Overall, the two surveys indicated that the most important reason for staying with the Air Force was patriotism followed by retirement benefits. Among the primary reasons for leaving were assignment issues and pay and allowances coupled with the perception of better opportunities in the civilian sector.

## Navy Argus

From January 1990 to May 2001, the Navy used the Navy Separation/Retention Survey (NSRS)(Hoover, 2001). There were two parts; the first addressed 45 aspects of Navy life, while the second asked the respondent to identify the one factor from the first part that was most influential in the respondent's decision to leave the Navy. A major problem with NSRS was the low response rate of 8.5 percent leading researchers to believe the respondents might not be representative of the population of those separating from the Navy.

In February 2001, the Argus Retention Survey began replacing the NSRS (Hoover, 2001). Argus is administered to personnel at a career transition point – both those leaving the Service and those extending (re-enlisting or receiving a promotion). The web-based survey covers advancement opportunities, career assignments, command climate, time away from home, recognition, maintenance and logistic support, current job satisfaction, housing, impact on family, pay and retirement, health benefits, other benefits (e.g, commissary and exchange), Navy culture, leadership, and civilian job opportunities. The scale measures both gradations of "influence to leave" and "influence to stay." Therefore, with the dual scale and samples of those staying and leaving, Argus can directly compare factors in retention and separation. There were no analyses of the results to date.

## Marine Corps Retention Survey

Between January and March 2001, all active duty Marines received the Marine Corps Retention Survey, consisting of sections of leadership, career, current military job and working conditions, personal and family life, military pay and benefits, military culture, and employment opportunities (Hoover, 2001). Similar to the Navy Argus, the rating scale reflected either "influence to stay" or "influence to leave" the Service.

## Army ACTS

From 1990 to 1995, the Army administered the Army Career Transitions Survey (ACTS) to separating soldiers. Analyses revealed eight factors associated with separation: job satisfaction, leadership, organizational rewards, living arrangements, office policies, medical benefits, relocation, and support services (Giacalone, et al, 1995). Moreover, analyses showed that Army personnel separating involuntarily were less satisfied with these factors than those

separating voluntarily. Giacalone, et al (1995) suggest that the data from these two groups (voluntary and involuntary separatees) be analyzed separately.

Coast Guard Career Intentions Survey

The Coast Guard posted a web-based survey in 2001 for all military or civilian members leaving the organization. To date, the results of about 1,200 respondents showed that missions and the contribution of their jobs to mission success were important to both stayers and leavers. Those leaving expressed less satisfaction with their Coast Guard experience and felt less control over their jobs. Factors common to both leavers and stayers were adequacy of pay, future assignments, promotion, health care, and opportunities for training and education. Factors important to stayers were job security, health care, missions, and retirement benefits. Factors common to leavers were supervisors, career opportunities, morale, workload, and organizational climate (Wehrenberg, 2001).

Military Gender Retention Surveys

The various military Services are particularly interested in specific issues related to the retention of women. A combined phone interview and survey of Air Force women two years after deployment in Operation Desert Storm found that retention of women in the Air Force was less related to deployment issues than to family support issues, such as work and family conflict, childbearing, and childcare responsibilities, particularly during a deployment where the woman had to leave the children. Military women were concerned about the welfare of their children, social support for their needs as mothers (e.g., availability of a surrogate caregiver), and the impact of their military life on their husbands, if they were married. In addition, lack of recognition and promotion, work environment, and financial hardship were factors in women deciding to separate from the Air Force (Pierce, 1998).

A Navy study of retention of women found similar results. The degree of commitment to a Navy career, satisfaction with benefits (e.g, health and education), concerns about balancing a Navy career with family responsibilities, and commitment to motherhood were significant factors in the decision to re-enlist or not (Kelley, Hock, Bonney, Jarvis, Smith, & Gaffney, 2001).

FAA EAS 2000 Survey

The Federal Aviation Administration (FAA) surveyed their employees in late 2000 on job satisfaction, compensation satisfaction, communications satisfaction, a model work environment (e.g., equal career opportunities and lack of sexual harassment), and organizational commitment. Overall, they found that management concern for employees, recognition and rewards, communications, and supervisor fairness were influences or "drivers" to multiple outcomes, such as satisfaction, success, and organizational commitment. In addition, eliminating a hostile work environment was a driver for success in achieving a model work environment. Decision to leave the FAA was influenced by retirement plans, quality of management, career and promotion opportunity, satisfaction with the organization, and pay (Federal Aviation Administration, 2001).

9

## Overall Results with Military Surveys

These various military surveys show that a diversity exit survey should have two main thrusts. The first concerns factors dealing with diversity issues in work as reflected in the MEOCS, Military Exit Survey, and the FAA survey: discriminatory behaviors, racism, sexism, preferential behaviors, fair evaluations, equitable assignments, equal career opportunity, and sexual harassment. The second, as reflected in the DMDC Survey of Active Duty Personnel, the Navy Argus, the Air Force New Directions Survey, the Coast Guard Career Intentions Survey, and the gender surveys, concerns factors that various groups, such as minorities and females, consider crucial in deciding to either stay or leave the service: job assignments (workload, deployments, and contribution to mission success), promotion and career enhancing opportunities, a positive work environment (equal opportunity and lack of sexual harassment), financial issues (pay, benefits, living costs, and retirement benefits), training and education opportunities, services (child care, health care, and surrogate caregiver), spouse issues (co-location of military spouse, employment opportunities for civilian spouse), and family issues (schools, base activities for children)(see Appendix A for item pools from these various surveys).

## Theoretical Bases for Exit Surveys

Although most exit survey research is empirically based, there are some theoretical bases for conceptualizing the retention and separation processes.

## Job Satisfaction

Reviews of the civilian employee literature focus upon job satisfaction as a central construct for understanding withdrawal behaviors (absenteeism and leaving the organization). Numerous empirical studies have shown that job dissatisfaction is strongly linked to propensity to leave the organization, if the opportunity is perceived to be present (Cranny, Smith, & Stone, 1992; Iaffaldano & Muchinsky, 1985; Tett & Meyer, 1993).

Most conceptualizations depict job satisfaction as a multifaceted construct. For example, the Job Description Index (JDI), one of the most popular measures of job satisfaction, taps five aspects of job satisfaction: the work itself, promotion, supervisor, coworkers, and pay (Cranny et al, 1993). All of the military surveys described above have components measuring these basic aspects of job satisfaction. For example, the Air Force considers job dissatisfaction the "push" toward separation, and the Coast Guard considers job satisfaction the central component of retention.

## Lost Opportunity Cost

Another construct is lost opportunity cost. When an individual commits to one decision, such as taking a job with a certain organization, he or she loses the opportunity to work with another organization that might result in higher pay, more prestige, or better career enhancement (e.g., Schumacher, 1997). In other words, taking a job with one organization presents a cost of lost opportunities with other organizations. Similarly, in the military, personnel may believe that by staying further with the military they are incurring a cost of not separating and taking a job in

10

the civilian sector, which might pay more, have better training, or more lucrative career opportunities. The 2000 Military Exit Survey reflects this approach in its section comparing military with civilian job opportunities. In addition, the Air Force considers this the "pull" of outside civilian opportunity that follows the "push" of dissatisfaction with the Air Force that may motivate separation from the Service.

## Impact of these Constructs on a Military Diversity Survey

Women and minorities may feel strongly that dissatisfaction with various aspects of their military jobs are sufficient grounds for leaving the military. Thus a military diversity survey should reflect satisfaction with basic aspects of the job: the work itself, supervision, promotion opportunities, coworkers, and pay and benefits.

Further, women and minorities may believe that staying with the military may result in lost opportunities in the civilian world. Thus a military diversity survey should also measure how individuals feel about opportunities in the military versus the civilian world in pay and benefits, education and training, quality of life, workload, and sense of accomplishment.

### The Diversity Exit Survey

Figure 1 shows the Diversity Exit Survey. The rationale for its five basic parts follows.

## Job Satisfaction

Job satisfaction is theoretically the central concept upon which retention and separation depend. Items concerning job satisfaction are borrowed from the Survey of Active Duty Personnel, Air Force Careers Survey, ACTS, Coast Guard Career Intentions Survey, and gender surveys: satisfaction with pay, allowances, health care, retirement benefits; promotion, training and professional development; unit morale, coworkers; personal workload, recognition for accomplishments; leadership; and family issues (spouse's career, youth activities, schooling, family support programs, childcare).

## Lost Opportunities Costs and Reasons for Leaving

The second and third sections of the survey focus upon the perception of lost opportunities with staying in the military and the closely related topic of reasons for leaving. Items come from the Air Force New Directions Survey, Navy Argus, Coast Guard Career Intentions Survey, and FAA Survey: pay, benefits, and allowances; training, development, and education opportunities; leadership; pride in work; age; satisfaction; promotion; desirability of assignments; starting a new career; family; and change of station and deployments.

A fourth section is adapted from the Air Force New Directions Survey. The respondent ranks categories of issues in their relative importance for leaving the Service: personal issues, military, base/post, unit, and family.

11

## Fair Working Environment

One thrust of a diversity exit survey should be measuring unfair or discriminatory environments that might lead women or minorities to want to leave the Service. A vehicle for capturing this is the fair working environment concept used by the FAA. The source for problematic situations is the MEOCS, Military Exit Survey, and FAA Survey. In the Diversity Exit Survey, this section falls fifth, toward the end of the survey because of the sensitivity of the questions. Beginning the survey with this section might overly sensitize the respondents.

Questions in this section focus upon fair performance evaluation, supervision, promotion, assignments, pay and benefits, and freedom from discrimination and harassment. In addition, respondents are asked if they ever, in their military experience, encountered unfair performance evaluation, supervisor treatment, promotion, job assignment, pay and benefits, or discrimination or sexual harassment because of race, ethnicity, or gender. This latter section can serve as a factor in data analysis. Respondents who have encountered one or more of these unfair actions can be compared to those who have not in terms of the previous sections on satisfaction and reasons for leaving.

## Demographic Data

The final part of the survey covers demographic data necessary for data analysis: age, gender, race/ethnicity, job specialization, grade, time in grade, and time in service.

## Figure 1
## The Diversity Exit Survey

The purpose of this survey is to understand the perceptions of those who are leaving the Service. We believe that those leaving are in a unique position to comment on a number of aspects of the Services, the military environment, and the working environment. Your responses will be kept confidential. Please answer how you see the situation. There are no right answers.

## I.    Job Satisfaction

The following items have to do with your satisfaction with the military, your work environment, and your military job. Please answer using the scale at the right.

Items                                                          Scale
                                                              1= Highly Dissatisfied
                                                              2=Dissatisfied
                                                              3=Neither Dissatisfied Nor Satisfied
                                                              4=Satisfied
                                                              5=Highly Satisfied
                                                              6=Not Applicable

| Item | 1 | 2 | 3 | 4 | 5 | 6 |
|------|---|---|---|---|---|---|
| Basic pay | 1 | 2 | 3 | 4 | 5 | 6 |
| Allowances | 1 | 2 | 3 | 4 | 5 | 6 |
| Health care | 1 | 2 | 3 | 4 | 5 | 6 |
| Retirement benefits | 1 | 2 | 3 | 4 | 5 | 6 |
| Opportunities for promotion | 1 | 2 | 3 | 4 | 5 | 6 |
| Training and professional development | 1 | 2 | 3 | 4 | 5 | 6 |
| Unit morale | 1 | 2 | 3 | 4 | 5 | 6 |
| Coworkers | 1 | 2 | 3 | 4 | 5 | 6 |
| Personal workload | 1 | 2 | 3 | 4 | 5 | 6 |
| Recognition for your accomplishments | 1 | 2 | 3 | 4 | 5 | 6 |
| Quality of leadership | 1 | 2 | 3 | 4 | 5 | 6 |
| Spouse career development | 1 | 2 | 3 | 4 | 5 | 6 |
| Youth activities on base | 1 | 2 | 3 | 4 | 5 | 6 |
| Schooling for children | 1 | 2 | 3 | 4 | 5 | 6 |
| Military family support programs | 1 | 2 | 3 | 4 | 5 | 6 |
| Childcare opportunities | 1 | 2 | 3 | 4 | 5 | 6 |
| Housing for single military persons | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

## II.     Opportunities in the Military versus Civilian World

The following items compare opportunities in the military versus the civilian world.  Rate each item according to the scale.

Items                                                           Scale
                                    1=Much better opportunity in the military
                                    2=Better opportunity in the military
                                    3=Same opportunities in military and civilian world
                                    4=Better opportunity in the civilian world
                                    5=Much better opportunity in the civilian world
                                    6=Not applicable

| Item | | | | | | |
|---|---|---|---|---|---|---|
| Pay | 1 | 2 | 3 | 4 | 5 | 6 |
| Benefits | 1 | 2 | 3 | 4 | 5 | 6 |
| Training | 1 | 2 | 3 | 4 | 5 | 6 |
| Career development | 1 | 2 | 3 | 4 | 5 | 6 |
| Leadership | 1 | 2 | 3 | 4 | 5 | 6 |
| Sense of accomplishment in work | 1 | 2 | 3 | 4 | 5 | 6 |
| Pride in work | 1 | 2 | 3 | 4 | 5 | 6 |
| Unit cohesiveness | 1 | 2 | 3 | 4 | 5 | 6 |
| Support for family | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:


## III.     Reasons for Leaving the Service

The following items have to do with reasons that you might leave the Service.  Rate each item according to the scale.

Items                                                           Scale
                                    1=Very Strong Influence to Stay
                                    2=Strong Influence to Stay
                                    3=Neither Influence to Stay nor Leave
                                    4=Strong Influence to Leave
                                    5=Very Strong Influence to Leave
                                    6=Not applicable

| Item | | | | | | |
|---|---|---|---|---|---|---|
| Age | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall job satisfaction | 1 | 2 | 3 | 4 | 5 | 6 |
| Pay and allowances | 1 | 2 | 3 | 4 | 5 | 6 |
| Promotion opportunities | 1 | 2 | 3 | 4 | 5 | 6 |
| Not getting desirable assignments | 1 | 2 | 3 | 4 | 5 | 6 |
| Lack of training opportunities | 1 | 2 | 3 | 4 | 5 | 6 |
| Continuation of education | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | |
|---|---|---|---|---|---|
| Desire to start new career | 1 | 2 | 3 | 4 | 5 | 6 |
| Family wanting you to separate | 1 | 2 | 3 | 4 | 5 | 6 |
| Number of permanent change of station moves | 1 | 2 | 3 | 4 | 5 | 6 |
| Too many deployments | 1 | 2 | 3 | 4 | 5 | 6 |
| Uncertainty of future assignments | 1 | 2 | 3 | 4 | 5 | 6 |
| Duty on holidays | 1 | 2 | 3 | 4 | 5 | 6 |
| Problems with leadership | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

## IV. Relative Importance of Issues in Leaving

The following looks at the relative importance of issues in leaving. Rank the five categories of issues from 1 – Most important to 5 – Least important to your possible decision to leave.

| Issue Category | Rank |
|---|---|
| Personal issues (job opportunities, education, lifestyle change) | ____ |
| Military issues (pay, benefits, health care, assignments) | ____ |
| Issues about the base/post (location, recreation, schools, off-duty employment, health care facilities, housing) | ____ |
| Issues within the unit (coworkers, supervisors, work schedule, resources) | ____ |
| Family issues (satisfaction with military, family health care, time with family) | ____ |

## V. Fair Work Environment

The following items have to do with the fairness of the military working environment you have encountered. Answer according to your agreement with the item.

Items

Scale
1=Strongly Disagree
2=Disagree
3=Neither Disagree nor Agree
4=Agree
5=Strongly Agree
6=Not Applicable

| | | | | | |
|---|---|---|---|---|---|
| Fair performance evaluations | 1 | 2 | 3 | 4 | 5 | 6 |
| Fairness of supervision | 1 | 2 | 3 | 4 | 5 | 6 |
| Fair promotion opportunities | 1 | 2 | 3 | 4 | 5 | 6 |
| Fair assignments | 1 | 2 | 3 | 4 | 5 | 6 |
| Fair pay and benefits | 1 | 2 | 3 | 4 | 5 | 6 |

| Freedom from discrimination | 1 | 2 | 3 | 4 | 5 | 6 |
| Freedom from harassment | 1 | 2 | 3 | 4 | 5 | 6 |

The following has to do with your experiences in the military in particular.

| Items | Yes-No |
|---|---|
| Have you ever received an unfair performance evaluation in the military because of race, ethnicity, or gender? | ____ |
| Have any of your supervisors every treated you unfairly because of race, ethnicity, or gender? | ____ |
| Have you ever been unfairly denied a promotion in the military because of race, ethnicity, or gender? | ____ |
| Have you every been unfairly assigned to a new job because of race, ethnicity ,or gender? | ____ |
| Have you ever been denied an assignment because of race, ethnicity, or gender? | ____ |
| Have you ever received unfair pay or benefits in the military because of race, ethnicity, or gender? | ____ |
| Have you every been discriminated against in the military because of race, ethnicity, or gender? | ____ |
| Have you every been sexually harassed in the military because of race, ethnicity, or gender? | ____ |

Comments:


## VI.    Your Background

The following are necessary questions about your background required for analyses of the survey data.

Your age
Your race/ethnicity
Your gender
Your job specialization
Your grade
Your time in grade
Your time in service

## Pretest

The Diversity Exit Survey was pretested on several DEOMI military personnel who made recommendations about item and scale language as well as additions.

## Diversity Exit Interview

Most military exit instruments use the format of an exit survey. The civilian world also mostly uses an exit survey. On occasion, however, civilian organizations use an exit interview to get at more individual information as well as more indepth information. Figure 2 shows a Diversity Exit Interview adapted from the Diversity Exit Survey.

---

**Figure 2**
**Diversity Exit Interview**

The purpose of this interview is to understand the perceptions of those who are leaving the Service. We believe that those leaving are in a unique position to comment on a number of aspects of the Services, the military environment, and the working environment. Your responses will be kept confidential. Please answer how you see the situation. There are no right answers.

## I.    Job Satisfaction

Are there one or more areas in the following list that strongly influenced your satisfaction or dissatisfaction with the military? Please explain.

Basic pay
Allowances
Health care
Retirement benefits
Opportunities for promotion
Training and professional development
Unit morale
Coworkers
Personal workload
Recognition for your accomplishments
Quality of leadership
Spouse career development
Youth activities on base
Schooling for children
Military family support programs
Childcare opportunities
Housing for single military

## II.    Opportunities in the Military Versus Civilian World

Do you feel that there are better opportunities in the military or civilian world for the following? Please explain.

Pay
Benefits
Training
Career development
Leadership
Sense of accomplishment in work
Pride in work
Support for family

## III. Reasons for Leaving the Service

Are there one or more items in the following list that strongly influenced your decision to leave (or stay) in the Service? Please explain.

Age
Overall job satisfaction
Pay and allowances
Promotion opportunities
Not getting desirable assignments
Lack of training opportunities
Continuation of education
Desire to start new career
Family wanting separation
Number of permanent change of station moves
Too many deployments
Problems with leadership

## IV. Relative Importance of Issues in Leaving

Which of the following are most important in your decision to leave? Please explain.

Personal issues (job opportunities, education, lifestyle change)
Military issues (pay, benefits, health care, assignments)
Issues about the base/post (location, recreation, schools, off-duty employment, health care facilities, housing)
Issues within the unit (coworkers, supervisors, work schedule, resources)
Family issues (satisfaction with military, family health care, time with family)

## V. Fair Work Environment

Have you ever encountered any of the following? Please explain the situation.

Have you ever received an unfair performance evaluation in the military because of race, ethnicity, or gender?
Have any of your supervisors every treated you unfairly because of race, ethnicity, or gender?
Have you ever been unfairly denied a promotion in the military because of race, ethnicity, or gender?
Have you ever been unfairly assigned to a new job because of race, ethnicity or gender?
Have you ever been denied an assignment because of race, ethnicity, or gender?
Have you ever received unfair pay or benefits in the military because of race, ethnicity, or gender?
Have you ever been discriminated against in the military because of race, ethnicity, or gender?
Have you ever been sexually harassed in the military because of race, ethnicity, or gender?

## VI.    Background Information

The following are necessary questions about your background required for interpretation of the interview results.

Your age
Your race/ethnicity
Your gender
Your job specialization
Your grade
Your time in grade
Your time in service

## Recommendations

1.  *Continue to test the protocols for the Diversity Exit Survey and Diversity Exit Interview.*

    The items may need additional polishing. Testing with samples from different military Services as well as differing grades and service time may highlight items that maximize difference among groups (which items should be retained) compared to items that do not show real differences among groups (which items should be deleted). Comparisons among diversity groups who have and have not experienced unfair actions, discrimination, or harassment incidents may also be fruitful.

2.  *Consider the possibility of administering the survey and interview through neutral third parties.*

    Research shows that members separating from the organization tend to be more candid with neutral third party administrators or interviewers than organizational specialists from whom they may fear retaliation for negative information or may want to impress with overly positive information (Giacalone, et al, 1991, 1995; Jurkiewicz, et al, 2001; Knouse, et al, 1996). Outside consultants could be used as independent survey administrators.

3.  *Develop a computerized Diversity Exit Survey.*

    Some of the existing exit surveys, such as the Navy Argus, can be completed totally on the Internet. The computerized survey has the advantage of convenience; the respondent can complete the survey on his or her own time and pace. In addition, research shows that individuals may be more candid in computerized than live surveys (Giacalone, et al, 1995; Rosenfeld et al, 1991).

4.  *Develop an e-mail follow up survey.*

    Research shows that follow up surveys sometimes yield different response patterns than surveys given the last week of work. Respondents may feel less threatened or less rushed or may have had time to ponder their feelings in a follow-up survey situation (Giacalone & Knouse, 1989; Hinrichs, 1975). The e-mail format would allow convenience in responding.

5.  *Develop a Diversity Exit Information Database*

    Respondents are more likely to take the survey or interview seriously, if this becomes part of a larger important organizational effort (Zarandona & Camuso, 1985). A permanent database would show the importance the military places on diversity problems. Moreover, such a database may provide a valuable source of information for making diversity policy.

21

## Conclusion

The military is currently very interested in reasons why personnel are leaving. Indeed, every Service has recently enacted some type of exit survey in an attempt to capture the reasons for leaving or staying. Concurrent with this emphasis upon understanding stayers and leavers, the military is interested in the effects of diversity in its various operations. Therefore, exit instruments simultaneously dealing with issues of diversity, satisfaction, and reasons for separation would be highly useful. The present report offers a Diversity Exit Survey and a parallel Diversity Exit Interview as first attempts in understanding how diversity influences decisions to leave or to stay with the military.

## References

Cox, T. (1993). *Cultural diversity in organizations: Theory, research, and practice.* San Francisco: Berrett-Koehler.

Cranny, C. J., Smith, P. C., & Stone, E. F. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance.* New York: Lexington.

Dansby, M. R. (1998). Cultural diversity and gender issues. In C. Cronin (Ed.), *Military psychology* (pp. 175-200). New York: Simon & Schuster.

Defense Manpower Data Center (2000). *Military Exit Survey* (DMDC Survey No. 00-0006). Arlington, VA: Defense Manpower Data Center.

Defense Manpower Data Center (February 2001). *Overview of the 1999 Survey of Active Duty Personnel* (DMDC Report No. 2000-008). Arlington, VA: Defense Manpower Data Center.

Drost, D. A., O'Brien, P. O., & Marsh, S. (1987). Exit interviews. *Personnel Administrator, 32(4),* 104-110.

Embry, W. R., Mondy, R. W., & Noe, R. M. (1979). Exit interview: A tool for personnel development. *Personnel Administrator, 24(5),* 43-48.

Federal Aviation Administration (January 24 2001). *EAS 2000: Overall FAA results.* FAA Management Board Briefing, Washington, DC.

Garretson, P., & Teel, K. S. (1982). The exit interview: Effective tool or meaningless gesture? *Personnel, 4,* 70-77.

Giacalone, R. A., Elig, T. W., Ginexi, E. M., & Bright, A. J. (1995). The impact of identification and type of separation on measures of satisfaction and missing data in the exit survey process. *Military Psychology, 7,* 235-252.

Giacalone, R. A., & Knouse, S. B. (1989). Farewell to the fruitless exit interview. *Personnel,* *66(9),* 60-62.

Giacalone, R. A., & Knouse, S. B. (1993). Identifying security risks in organizations: Development and use of a security exit survey instrument. In P. Rosenfeld, J. E. Edwards, & M. D. Thomas (Eds.), *Improving organizational surveys: New directions, methods, and applications* (pp. 240-256). Newbury Park, CA: Sage.

Giacalone, R. A., Knouse, S. B., & Ashworth, D. N. (1991). Impression management and exit interview distortion. In R. A. Giacalone & P. Rosenfeld (Eds.), *Applied impression management* (pp. 97-110). Newbury Park, CA: Sage.

Giacalone, R. A., Knouse, S. B., & Montagliani, A. (1997). Motivation for and prevention of honest responding in exit interviews and surveys. *Journal of Psychology, 131,* 438-448.

Giacalone, R. A., Knouse, S. B., & Pollard, H. (1999). Willingness to report unethical behavior in exit surveys. *Teaching Business Ethics, 3,* 309-321.

Hamilton, C. H., & Datko, L. M. (November 30 2000). *Report on career decisions in the Air Force: Results of the 2000 USAF Careers and New Directions Surveys.* Randolph AFB, TX: Survey Branch, Air Force Personnel Center.

Hinrichs, J. R. (1975). Measurement of reasons for resignation of professionals: Questionnaire versus company and consultant exit interviews. *Journal of Applied Psychology, 60,* 530-532.

Hoover, E. C. (2001). *Congressional report on military exit surveys.* Washington, DC: Office of the Secretary of Defense.

Iaffaldano, M. T., & Muchinsky, P. M. (1985). Job satisfaction and job performance: A meta-analysis. *Psychological Bulletin, 97,* 251-273.

Jurkiewicz, C. L., Knouse, S. B., & Giacalone, R. A. (2001). When an employee leaves: The effectiveness of clinician exit interviews and surveys. *Clinical Leadership and Management Review, 15(2),* 81-84.

Kelley, M. L., Hock, E., Bonney, J. F., Jarvis, M. S., & Smith K. M. (2001). Navy mothers experiencing and not experiencing deployment: Reasons for staying in or leaving the military. *Military Psychology, 13,* 55-71.

Knouse, S. B. (1996). *Human resources management perspectives on TQM: Concepts and principles.* Milwaukee, WI: American Society for Quality Press.

Knouse, S. B., Beard, J. W., Pollard, H. G., & Giacalone, R. A. (1996). Willingness to discuss exit interview topics: The impact of attitudes toward supervisor and authority. *Journal of Psychology, 130,* 249-261.

Landis, D., Dansby, M.R., & Faley, R. H. (1993). The Military Equal Opportunity Climate Survey. In P. Rosenfeld, J. E. Edwards, & M. D. Thomas (Eds.), *Improving organizational surveys: New directions, methods, and applications* (pp. 210-239). Newbury Park, CA: Sage.

Landis, D., Dansby, M. R., & Tallarigo, R. S. (1996). The use of equal opportunity climate in intercultural training. In D. Landis & R. S. Bhagat, *Handbook of intercultural training*, 2nd Ed. (pp. 244-263). Thousand Oaks, CA: Sage.

Lefkowitz, J., & Katz, M. L. (1969). Validity of exit interviews. *Personnel Psychology, 22*, 445-455.

Martindale, L. D. (1988). Automating the analysis of employee turnover. *Personnel, 68(1),* 19-21.

Pierce, P. F. (1998). Retention of Air Force women serving during Desert Shield and Desert Storm. *Military Psychology, 10,* 195-213.

Rosenfeld, P., Giacalone, R. A., Knouse, S. B., Doherty, L., Vicino, S. M., Kantor, J., & Greaves, J. (1991). Impression management, candor, and microcomputer-based organizational surveys. *Computers in Human Behavior, 7,* 23-32.

Schumacher, E. J. (1997). Relative wages and exit behavior among registered nurses. *Journal of Labor Research, 18,* 581-592.

Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology, 46,* 259-293.

Wehrenberg, S. B. (2001). *Results of the Career Intentions Survey.* Washington, DC: U.S. Coast Guard Human Resource Capability Development.

Woods, R. H., & Macaulay, J. F. (1987). Exit interviews. *The Cornell Hotel and Restaurant Administration Quarterly, 28(3),* 39-46.

Zarandona, J. L., & Camuso, M. A. (1985). A study of exit interviews: Does the last word count? *Personnel, 62(3),* 47-48.

# Appendix A
## Item Pools from Various Military and Government Surveys

Items Adapted from the MEOCS-EEO 3.1.a

Negative Incidents

**Scale:** 1 = Very high chance action occurred
2 = Reasonably chance action occurred
3 = Moderate chance action occurred
4 = Small chance action occurred
5 = Almost no chance action occurred

Minorities frequently reprimanded but majorities rarely reprimanded
Negative graffiti in rest rooms about minorities or women
Supervisor did not recommend qualified minority for promotion
Minority assigned less desirable office space
In meetings, minorities or women asked less important questions
Person touched person of the opposite sex
Complaints of sexual harassment dismissed as being overly sensitive
Persons bringing sexual harassment complaints not promoted
Offensive racial or ethnic names frequently heard
Racial or ethnic jokes frequently heard
Supervisor referred to women by first names and men by titles
Attractive female assigned to escort visiting men
Women frequently asked to take notes during meetings
Minorities or women receive harsher punishments than majority or men for the same offense
A well-qualified person denied an assignment because supervisor did not like the individual's religious beliefs
A worker with a disability not given the same opportunities as other workers
Demeaning comments heard about certain religious groups
Minority workers get less desirable job conditions (e.g., location, equipment, tasks)


Items Adapted from the 2000 DMDC Military Exit Survey

Active Duty

**Scale:**      1=Very satisfied
2=Satisfied
3=Neither satisfied nor dissatisfied
4=Dissatisfied
5=Very dissatisfied

Basic pay
Incentive pay

Re-enlistment bonus
Housing allowance
Military housing
Health care
Retirement pay
Retirement benefits
Pace of promotions
Chances for future advancement
Training and professional development
Type of assignments
Deployments
Availability of resources
Level of manning in unit
Unit's morale
Personal workload
Off-duty educational opportunities
Amount of personal/family time
Quality of leadership
Amount of enjoyment from job
Frequency of permanent change of station moves
Co-location with military spouse
Youth activities on base
Schooling for children
Spouse employment and career opportunities
Military family support programs
Acceptable and affordable childcare
Friendships developed in the military


Military Opportunities Compared to Civilian World

**Scale:**        1=Much better as civilian
                  2=Somewhat better as civilian
                  3=No difference
                  4=Somewhat better in military
                  5=Much better in military

Promotion opportunities
Amount of personal/family time
Hours worked per week
Vacation time
Education and training opportunities
Total compensation (pay, bonuses, allowances)
Health care benefits
Sense of accomplishment/pride
General quality of life

Workload/amount of work
Opportunity for travel
Freedom from discrimination
Fair performance evaluations
Freedom from harassment
Racial/ethnic relations overall
Gender relations overall


Reasons for Leaving the Service

**Scale**:          1=Not at all
                    2=Slight extent
                    3=Moderate extent
                    4=Great extent
                    5=Very great extent


Involuntarily separated/not accepted for re-enlistment
Near maximum age
Near maximum total time in grade
Overall job satisfaction
Pay and allowances
Failed to be promoted
Promotion/advancement opportunities
Level of fairness of performance evaluation
Not getting desirable assignments
Not getting assigned to jobs offering promotional development
Lack of training opportunities
Continuation of education
Desire to get out while jobs easy to get
Desire to start second career before too old
Desire to start second career before having to pay for children's education
Desire to settle in a particular location
Family problems at home
Family wanting separation or retirement
Number of permanent change of station moves
Too many deployments
One or more serious UCMJ offenses
Minor offenses or disciplinary problems
Homesickness
Lack of motivation, boredom
Problems with superior
Difficulty meeting physical fitness requirements
Maintaining weight/body fat requirements
Inadequate access to the World Wide Web

<u>Items Adapted from AF New Directions Survey</u>

How many months before your date of separation did you decide to separate?

Which of the following issues was most influential in your decision to separate:

Personal issues – job opportunities, furthering education, change in lifestyle

Military program/policy issues -- assignments, pay or benefits, personnel policies, health care

Issues about the base – location, availability of recreation, schools, off-duty employment, health care, housing

Issues within the unit – peer or supervisor conflicts, work schedules, tempo of activities, lack of resources

Family issues – family's dissatisfaction with the military, health care, spending more time with the family

Factors in separation:

**Scale**     1=Very strong influence to leave
              2=Strong influence to leave
              3=Neither influence to leave nor stay
              4=Strong influence to stay
              5=Very strong influence to stay

Equal employment opportunities in the military (same pay regardless of sex, origin)
Evaluation systems
Availability of on base resources (exchange, housing, commissary, recreation, child care)
Availability of health care (medical, dental)
Bonuses and special pay
Choice of job assignment
Tempo of activities on job
Leadership at different levels
Number of permanent change of station moves
Opportunity for education and training
Overall job satisfaction
Pay and allowances
Promotion opportunity
Recognition of efforts
Effectiveness of unit personnel (training and education)
Unit resources

Items Adapted from the Navy Argus Retention Survey

**Scale** 1=Influence to Leave
4=No Effect
7=Influence to Stay

Promotion/advancement opportunities
Control over your permanent changes of station
Unit morale
Camaraderie with coworkers
Competence of coworkers
Time spent away from home
Balance between work and personal time
Opportunity to travel
Recognition for job accomplishments
Availability of resources to do your job
Satisfaction with your job
Level of job challenge
Red tape
Cost of housing in relation to housing allowance
Family support for military career
Impact of moves on family
Impact of moves on spouse's career
Family support services at duty location
Health benefits
Availability of services (commissary, base exchange)
Amount of regulation
Discipline
Working relationships
Respect for leadership
Quality of leadership
Ease of finding civilian jobs that compensate (pay and benefits) as well as military job

Do you believe a civilian job will have:

Shorter hours
Better pay
Better benefits
Better job security
Better working conditions
Less time away from home
Better financial future
Better retirement plan

<u>Items Adapted from the FAA EAS 2000 Survey</u>

**Scale**:  1=Strongly disagree
2=Disagree
3=Neither disagree nor agree
4=Agree
5=Strongly Agree
6=Don't know

Satisfaction with compensation

Satisfaction with pay
Equity in pay and benefits
Satisfaction with recognition

Success in Achieving a Model Work Environment

Unfairly denied career opportunity
Sexually harassed in last 12 months

Satisfaction with people management

Supervisor coaching
Confidence in supervisors
Fairness of supervisors
Management concern
Trust in the organization
Trust in supervisors
Trust in coworkers

Conflict management

Reasons – task, skills, priorities, procedures, personalities
Conflict focus – subordinates, coworkers, supervisor, upper level management

Respondent characteristics

Job area
Grade
Time in grade
Time in service
Gender
Race/ethnicity